



State of New Jersey

2014-15

23-4130-100

OVERVIEW

MIDDLESEX

PISCATAWAY TWP

GRADE SPAN KG-03

KNOLLWOOD ELEMENTARY SCHOOL

333 WILLOW AVENUE

PISCATAWAY, NJ 08854-1332

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

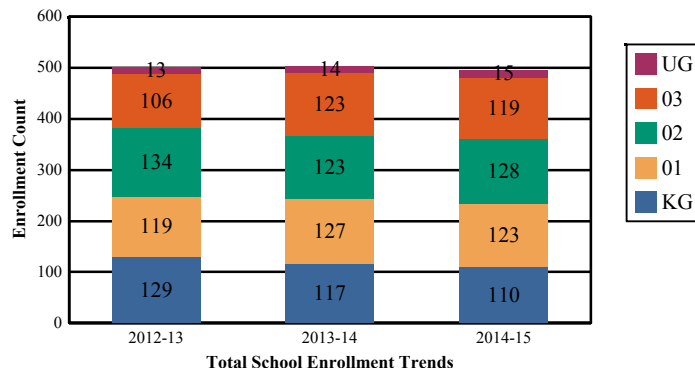
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Enrollment by Grade

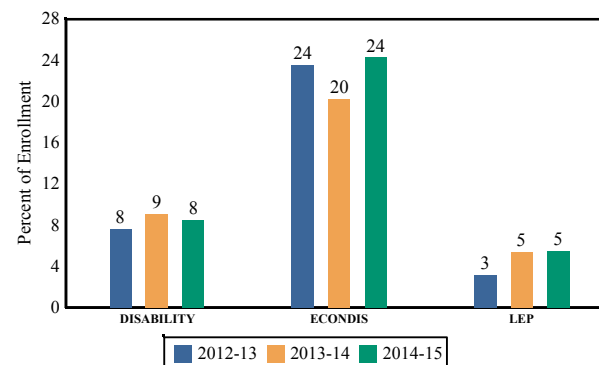
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

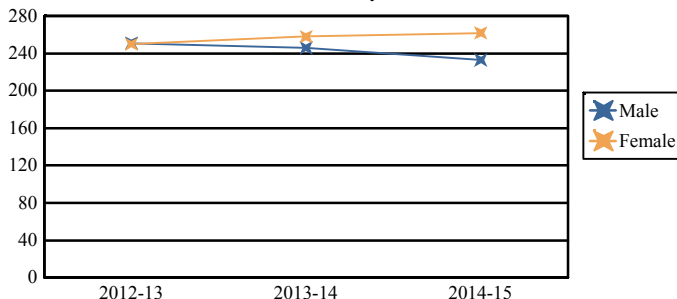
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	501
2013-14	504
2014-15	495

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



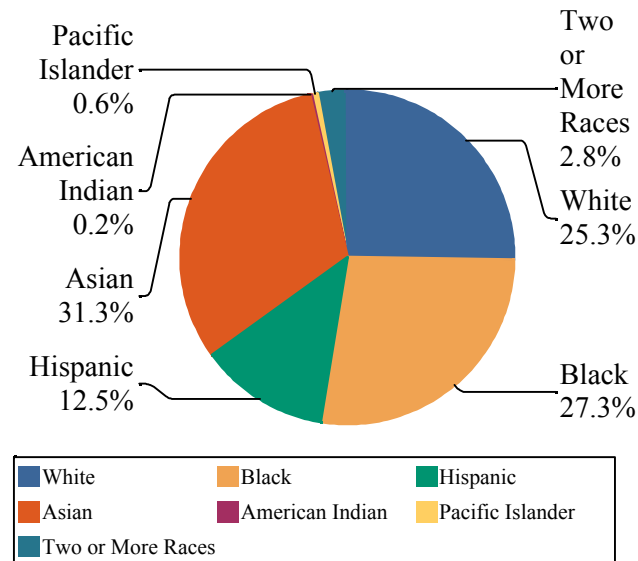
	Male	Female
2012-13	251	250
2013-14	246	258
2014-15	233	262

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	42	8%
Economically Disadvantaged Students	120	24.2%
English Language Learners	27	5.5%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	73.6%
Gujarati	4.8%
Arabic	4.6%
Hindi	2.8%
Spanish	2.6%
Urdu	2.0%
Other	9.5%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	58%	71	58
Math Met or Exceeded Expectation	66%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	113	57.5%	95%	97.5%	YES
White	33	45.5%	95%	100%	-
African American	31	54.9%	95%	97.1%	-
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	36	72.2%	95%	97.4%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	114	65.8%	95%	97.6%	YES
White	34	67.7%	95%	100%	-
African American	31	51.6%	95%	97.1%	-
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	36	83.4%	95%	97.4%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	756	744	5%	18%	19%	53%	4%	58%	44%
White	33	748	753	9%	24%	21%	39%	6%	45%	55%
African American	31	748	725	10%	26%	10%	48%	6%	55%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	36	769	769	0%	8%	19%	69%	3%	72%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	18	754	718	6%	22%	22%	44%	6%	50%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	22	745	724	5%	32%	14%	50%	0%	50%	24%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	760	746	4%	7%	23%	53%	13%	66%	46%
White	34	757	752	3%	15%	15%	62%	6%	68%	56%
African American	31	748	728	13%	6%	29%	48%	3%	52%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	36	776	772	0%	3%	14%	53%	31%	83%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	19	750	727	11%	16%	32%	37%	5%	42%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	22	745	730	14%	5%	36%	41%	5%	45%	26%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

COLLEGE AND CAREER READINESS

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PISCATAWAY TWP

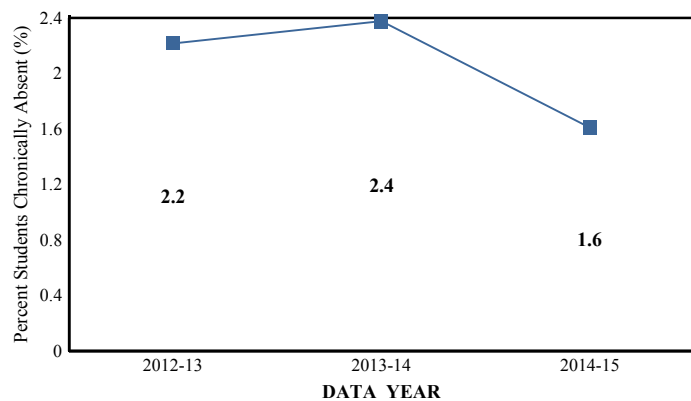
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

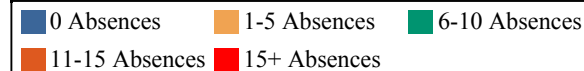
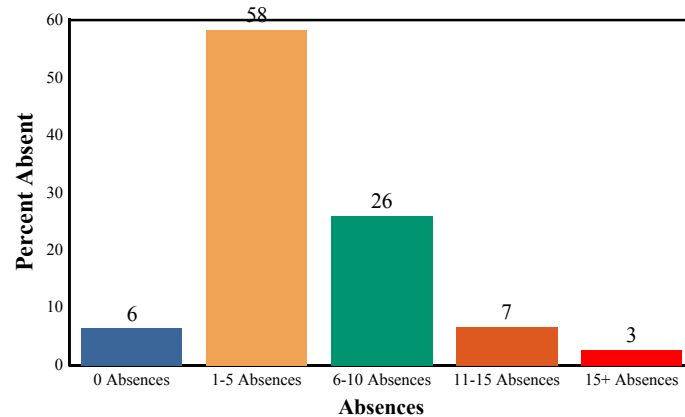


Chronic Absenteeism for 2014-15

1.61%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	778	770
50th	759	743
25th	727	715
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	782	767
50th	763	745
25th	746	722
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

SCHOOL CLIMATE
MIDDLESEX
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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.6%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	16
Administrators	330

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
BERGEN	LYNDHURST TWP	MEMORIAL CAMPUS	03-2860-300	03	25.8%	0.5%	16.3%
BERGEN	NORTH ARLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-3600-060	KG-05	26.6%	10.2%	3.9%
BURLINGTON	FLORENCE TWP	ROEBLING ELEMENTARY SCHOOL	05-1520-070	KG-03	25%	2.9%	12.3%
CAMDEN	CHERRY HILL TWP	THOMAS PAINE ELEMENTARY SCHOOL	07-0800-115	KG-05	27.9%	5.9%	11.7%
CAMDEN	GLOUCESTER TWP	UNION VALLEY ELEMENTARY SCHOOL	07-1780-180	PK-05	29.9%	4.9%	15.4%
CAMDEN	HADDON TWP	CLYDE S. JENNINGS ELEMENTARY SCHOOL	07-1890-070	KG-05	23.1%	1%	11.5%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	MONTCLAIR TOWN	EDGEMONT ELEMENTARY SCHOOL	13-3310-110	KG-05	23.2%	2.9%	10%
ESSEX	WEST ORANGE TOWN	MOUNT PLEASANT ELEMENTARY SCHOOL	13-5680-140	KG-05	25.6%	4.1%	8.9%
MERCER	HAMILTON TWP	MERCERVILLE ELEMENTARY SCHOOL	21-1950-210	PK-05	26.2%	1.4%	15.4%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245	PK-05	27.5%	0.6%	16.5%
MERCER	LAWRENCE TWP	LAWRENCE INTERMEDIATE SCHOOL	21-2580-085	04-06	25.3%	1.7%	14.2%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	EDISON TWP	LINCOLN ELEMENTARY SCHOOL	23-1290-100	KG-05	17.4%	0.3%	5.7%
MIDDLESEX	EDISON TWP	MENLO PARK ELEMENTARY SCHOOL	23-1290-105	KG-05	17.9%	0%	5.4%
MIDDLESEX	NORTH BRUNSWICK TWP	LIVINGSTON PARK	23-3620-070	KG-05	29.3%	9.7%	6.4%
MIDDLESEX	PISCATAWAY TWP	KNOLLWOOD ELEMENTARY SCHOOL	23-4130-100	KG-03	24.2%	5.4%	6.7%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%

SCHOOL PEER GROUP

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GRADE SPAN

KG-03

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MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%
MORRIS	MINE HILL TWP	CANFIELD AVENUE SCHOOL	27-3240-030	PK-06	24.7%	0.5%	12.5%
MORRIS	MOUNT OLIVE TWP	TINC RD. ELEMENTARY SCHOOL	27-3450-070	KG-05	25.2%	2.8%	12.8%
OCEAN	BERKELEY TWP	CLARA B. WORTH ELEMENTARY SCHOOL	29-0320-030	KG-04	25.1%	0%	16.1%
OCEAN	MANCHESTER TWP	WHITING ELEMENTARY SCHOOL	29-2940-060	KG-05	25.9%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	BEACHWOOD ELEMENTARY SCHOOL	29-5190-064	KG-05	25%	0%	15.8%
OCEAN	TOMS RIVER REGIONAL	SILVER BAY ELEMENTARY SCHOOL	29-5190-095	KG-05	27%	0%	14.3%
SOMERSET	BRIDGEWATER-RARITAN REG	ADAMSVILLE ELEMENTARY SCHOOL	35-0555-030	PK-04	17.7%	0%	6.3%
SOMERSET	BRIDGEWATER-RARITAN REG	JOHN F KENNEDY ELEMENTARY SCHOOL	35-0555-067	KG-04	23.8%	0%	10.8%
SUSSEX	VERNON TWP	ROLLING HILLS PRIMARY SCHOOL	37-5360-040	02-04	25.1%	0.3%	15.6%